



94TH GENERAL ASSEMBLY
State of Illinois
2005 and 2006
HB1159

Introduced 02/08/05, by Rep. Patricia Reid Lindner

SYNOPSIS AS INTRODUCED:

105 ILCS 5/10-20.40 new
105 ILCS 5/34-18.32 new
30 ILCS 805/8.29 new

Amends the School Code. Requires each school district to establish a process by which each parent or guardian of a pupil is given an opportunity to enter into a school-parent compact that shall commit the parent or guardian to assist and cooperate with the educational process of his or her child. Sets forth the elements of the compact, including a description of the school and school district's responsibilities regarding curriculum and instruction, the school's and school district's commitment to assist and encourage active participation, and the parent's or guardian's commitment to share responsibility for pupil learning. Amends the State Mandates Act to require implementation without reimbursement. Effective immediately.

LRB094 07665 RAS 37839 b

FISCAL NOTE ACT
MAY APPLY

STATE MANDATES
ACT MAY REQUIRE
REIMBURSEMENT

1 AN ACT concerning education.

2 **Be it enacted by the People of the State of Illinois,**
3 **represented in the General Assembly:**

4 Section 5. The School Code is amended by adding Sections
5 10-20.40 and 34-18.32 as follows:

6 (105 ILCS 5/10-20.40 new)

7 Sec. 10-20.40. School-parent compact.

8 (a) The General Assembly finds and declares all of the
9 following:

10 (1) Parents and guardians are the first and most
11 enduring teachers of a child. Parents play a crucial role
12 in the development of a child in the formative years.

13 (2) Parental partnerships have the potential to
14 reinforce the role of the family and change attitudes
15 toward education, helping build strong local communities
16 and widen participation in learning. It is ultimately the
17 responsibility of parents to ensure that children have a
18 firm foundation and prepare children for formal learning.

19 (3) Schools across the nation have found that parent
20 compacts increase successful parent involvement in the
21 education of their children. A parent contract or compact
22 provides opportunities for families to learn how to help
23 their children succeed in school.

24 (4) The federal No Child Left Behind Act of 2001
25 requires every school district that receives Title I funds
26 to adopt a written parent involvement policy. This policy
27 is required to be developed jointly with, approved by, and
28 distributed to parents of participating children and the
29 local community. This policy ensures that strategies that
30 encourage and sustain active parent involvement are in
31 place in every school that receives these federal funds.
32 The activities should be designed to improve student pupil

1 academic achievement and school performance.

2 (5) In any school accountability system, parent
3 involvement is a critical element. While pupils, teachers,
4 and administrators are being held to rigorous goals and
5 standards, parental accountability is not part of
6 Illinois' rewards and sanctions programs. To increase
7 parent accountability and involvement, each school
8 district should be encouraged to adopt the National
9 Standards for Parent/Family Involvement, as developed by
10 the National Parent Teacher Association, and measure
11 parent involvement at each school against those standards.

12 (b) In this Section:

13 "Compact" means a written commitment between a school and
14 the parent or guardian of a pupil to share responsibility for
15 pupil learning.

16 (c) Each school board shall establish a process by which
17 each parent or guardian of a pupil is given an opportunity to
18 enter into a school-parent compact that commits the parent or
19 guardian to assist and cooperate with the educational process
20 of his or her child.

21 (d) The compact shall describe how the school, the school
22 district, and the parent or guardian will work together in a
23 mutually supportive and respectful partnership to help the
24 pupil succeed in school. The compact shall include, but not be
25 limited to, all of the following:

26 (1) A description of the school and school district's
27 responsibility to provide a high-quality curriculum and
28 instructional program in a supportive and effective
29 learning environment that enables each pupil to meet the
30 academic expectations of the school and school district.

31 (2) A commitment by the school and school district to
32 assist and encourage active participation by the parent or
33 guardian by doing all of the following:

34 (A) establishing a process that promotes
35 meaningful communication between home and school on a
36 regular basis;

1 (B) providing information to parents or guardians
2 on State and school district academic standards for
3 each grade and subject area and on the school and
4 school district's expectations for pupil behavior and
5 academic performance;

6 (C) promoting the availability of school, school
7 district, and community resources to strengthen school
8 programs, family practices, and pupil learning; and

9 (D) supporting professional development
10 opportunities for staff members to enhance
11 understanding of effective parent involvement
12 strategies.

13 (3) A commitment by the parent or guardian to share
14 responsibility for pupil learning by doing all of the
15 following:

16 (A) ensuring that the child arrives at school
17 prepared to learn;

18 (B) fostering learning at home, giving appropriate
19 assistance, monitoring homework, and giving feedback
20 to teachers;

21 (C) attending school meetings;

22 (D) communicating regularly with teachers and
23 other school staff, as needed, in a meaningful manner;

24 (E) familiarizing himself or herself with State,
25 school, and school district academic standards for
26 relevant grade and subject areas;

27 (F) participating, as appropriate, in decisions
28 relating to his or her own child and the total school
29 program; and

30 (G) engaging in other positive parent
31 responsibilities related to successful pupil learning.

32 (e) This Section does not supersede any valid restraining
33 order, protective order, or order for custody or visitation
34 issued by a court of competent jurisdiction.

1 Sec. 34-18.32. School-parent compact.

2 (a) The General Assembly finds and declares all of the
3 following:

4 (1) Parents and guardians are the first and most
5 enduring teachers of a child. Parents play a crucial role
6 in the development of a child in the formative years.

7 (2) Parental partnerships have the potential to
8 reinforce the role of the family and change attitudes
9 toward education, helping build strong local communities
10 and widen participation in learning. It is ultimately the
11 responsibility of parents to ensure that children have a
12 firm foundation and prepare children for formal learning.

13 (3) Schools across the nation have found that parent
14 compacts increase successful parent involvement in the
15 education of their children. A parent contract or compact
16 provides opportunities for families to learn how to help
17 their children succeed in school.

18 (4) The federal No Child Left Behind Act of 2001
19 requires every school district that receives Title I funds
20 to adopt a written parent involvement policy. This policy
21 is required to be developed jointly with, approved by, and
22 distributed to parents of participating children and the
23 local community. This policy ensures that strategies that
24 encourage and sustain active parent involvement are in
25 place in every school that receives these federal funds.
26 The activities should be designed to improve student pupil
27 academic achievement and school performance.

28 (5) In any school accountability system, parent
29 involvement is a critical element. While pupils, teachers,
30 and administrators are being held to rigorous goals and
31 standards, parental accountability is not part of
32 Illinois' rewards and sanctions programs. To increase
33 parent accountability and involvement, each school
34 district should be encouraged to adopt the National
35 Standards for Parent/Family Involvement, as developed by
36 the National Parent Teacher Association, and measure

1 parent involvement at each school against those standards.

2 (b) In this Section:

3 "Compact" means a written commitment between a school and
4 the parent or guardian of a pupil to share responsibility for
5 pupil learning.

6 (c) The board of education shall establish a process by
7 which each parent or guardian of a pupil is given an
8 opportunity to enter into a school-parent compact that commits
9 the parent or guardian to assist and cooperate with the
10 educational process of his or her child.

11 (d) The compact shall describe how the school, the school
12 district, and the parent or guardian will work together in a
13 mutually supportive and respectful partnership to help the
14 pupil succeed in school. The compact shall include, but not be
15 limited to, all of the following:

16 (1) A description of the school and school district's
17 responsibility to provide a high-quality curriculum and
18 instructional program in a supportive and effective
19 learning environment that enables each pupil to meet the
20 academic expectations of the school and school district.

21 (2) A commitment by the school and school district to
22 assist and encourage active participation by the parent or
23 guardian by doing all of the following:

24 (A) establishing a process that promotes
25 meaningful communication between home and school on a
26 regular basis;

27 (B) providing information to parents or guardians
28 on State and school district academic standards for
29 each grade and subject area and on the school and
30 school district's expectations for pupil behavior and
31 academic performance;

32 (C) promoting the availability of school, school
33 district, and community resources to strengthen school
34 programs, family practices, and pupil learning; and

35 (D) supporting professional development
36 opportunities for staff members to enhance

1 understanding of effective parent involvement
2 strategies.

3 (3) A commitment by the parent or guardian to share
4 responsibility for pupil learning by doing all of the
5 following:

6 (A) ensuring that the child arrives at school
7 prepared to learn;

8 (B) fostering learning at home, giving appropriate
9 assistance, monitoring homework, and giving feedback
10 to teachers;

11 (C) attending school meetings;

12 (D) communicating regularly with teachers and
13 other school staff, as needed, in a meaningful manner;

14 (E) familiarizing himself or herself with State,
15 school, and school district academic standards for
16 relevant grade and subject areas;

17 (F) participating, as appropriate, in decisions
18 relating to his or her own child and the total school
19 program; and

20 (G) engaging in other positive parent
21 responsibilities related to successful pupil learning.

22 (e) This Section does not supersede any valid restraining
23 order, protective order, or order for custody or visitation
24 issued by a court of competent jurisdiction.

25 Section 90. The State Mandates Act is amended by adding
26 Section 8.29 as follows:

27 (30 ILCS 805/8.29 new)

28 Sec. 8.29. Exempt mandate. Notwithstanding Sections 6 and 8
29 of this Act, no reimbursement by the State is required for the
30 implementation of any mandate created by this amendatory Act of
31 the 94th General Assembly.

32 Section 99. Effective date. This Act takes effect upon
33 becoming law.